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Investigating pedagogical formation students' opinions about ideal teacher, teaching profession, curriculum, responsibility, public personnel selection examination (ppse) and employment: A metaphor study

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Abstract

The aim of the present study is to investigate the opinions of pedagogical formation students through their metaphors about ideal teacher, teaching profession, curriculum, responsibility, employment and Public Personnel Selection Examination (PPSE). The pedagogical formation students (n=19) participated in the pedagogical formation program in the spring semester of 2013-2014 academic year in one of the universities located in the north-west part of Turkey formed the study group of the present study. In order to collect the qualitative data, a semi - structured interview form prepared and developed by the researchers was used and the data were analyzed through content analysis technique. The findings of the study revealed that the metaphors they developed reflect their current psychological states, future lives, expectations and opinions.

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Keywords: Metaphors, pedagogical formation students, ideal teacher, teaching profession, curriculum, responsibility, employment, Public Personnel Selection Examination (PPSE).

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1. Introduction

Metaphor is generally defined as describing a phenomenon or a concept by the terms which are more familiar (Arslan and Bayrakçı, 2006). According to Eraslan (2011) metaphor as a sign, meaning or conceptual expression to have formed at individuals which includes viewing and understanding process and as a significant and strong mental production than finding the meaning of a concept through another concept elementarily for individuals in that it expresses the depth and experiments concerning the related concept. Meanwhile Güveli, İpek, Atasoy and Güveli (2011) consider metaphor as a linguistic phenomenon which is in fact widely used by individuals in their daily lives even though metaphor is assumed to be used as a means and a way to express a thought, object or action in literature mostly as a concept. Therefore, it can be said that individuals use metaphors frequently in their professional and social lives in order to increase the power of their expression by being aware or maybe not as metaphors contribute to their communication and expression abilities (Aykaç and Çelik, 2014). In relation to this fact, as Yob (2003) points out, metaphor is employed when one wants to explore and understand something esoteric, abstract, novel, or highly speculative. Also a good metaphor should have certain characteristics. Patton (2002) proposes a set of criteria as to what makes a good metaphor which should be understandable, be connected with their real life experience, be meaningful — makes the desired point, should express appropriate values for the intended audience and should be situationally and contextually appropriate.

Vadeboncoeur and Torres (2003), referring to the literature, regard metaphors not only as an indispensable part of the education system, from elementary level to higher education level but also added that they are widely used in the education system for making the teaching- learning process more effective and more influential. Therefore; as Botha (2009) states there is a widespread recognition of the fact that metaphors play a significant aesthetical, ornamental and pedagogical role not only in literature but also in education. Botha (2009) also added that metaphors are found in all these diverse areas of education and they are also constitutive of the models and theories that form the subject matter of the various disciplines taught in schools and universities. In line with this Yazıcı (2013) points out the significance of metaphors in the educational settings, as; “metaphors are used to make teaching and learning of difficult concepts easier and as the consequence of this students learn complex definitions, recognize their interactions among them and organize them in their minds through the implementation of comparison, exemplification, association, visualization and interpretation processes (p. 813)”.

When the training of preservice teachers is concerned, it is recognized that metaphors are widely used in the training of preservice teachers at education faculties. When metaphors are used in the training of preservice teachers not only positive changes and developments are observed in the affective domain characteristics of them (Gültekin, 2013) but also they are effective on the formation and development of their professional attitudes, perceptions and view points towards events / facts as preservice teachers make connections their new perceptions, behavior patterns and attitudes towards events, situations and facts to their past perceptions and experiences on the basis of their observations and experiences (Güveli, İpek, Atasoy and Güveli, 2011). Within this framework the aim of the present study is to investigate the opinions of pedagogical formation students through their metaphors about ideal teacher, teaching profession, curriculum, responsibility, employment and Public Personnel Selection Examination (PPSE). In line with the aim of the present study, during the present study the following questions below were answered:

1. Which metaphors do pedagogical formation students use about ideal teacher?
2. Which metaphors do pedagogical formation students use about teaching profession?
3. Which metaphors do pedagogical formation students use about curriculum?
4. Which metaphors do pedagogical formation students use about responsibility?
5. Which metaphors do pedagogical formation students use about employment?
6. Which metaphors do pedagogical formation students use about Public Personnel Selection Examination (PPSE)?

2. Method

In the study descriptive approach was used (Karasar,1995) as the aim of the present study is to investigate the

opinions of pedagogical formation students about ideal teacher, teaching profession, curriculum, responsibility, employment and Public Personnel Selection Examination (PPSE) through their metaphors. The pedagogical formation students (n=19) participated in the pedagogical formation program in the spring semester of 2013-2014 academic year in one of the universities located in the north-west part of Turkey formed the study group of the present study. When they are examined in terms of their genders, it is seen that while 57. 9% (n=11) of them were female, 42.1% (n=8) of them were male. From the view point of whether they are employed or not, it is observed that 63. 6% (n=12) of them were employed; however, 36.8% (n=7) of them were unemployed.

In the study, the qualitative data were collected through a semi-structured interview form prepared and developed by the researchers. During the development and the preparation of the interview form the literature in relation to the subject- area and the criticisms and the recommendations of subject specialists on Educational Sciences (n=8) were taken into account. For the analysis of the qualitative data collected, content-analysis technique was used.

3. Findings and Discussion

The findings in relation to the opinions of pedagogical formation students through their metaphors about ideal teacher, teaching profession, curriculum, responsibility, employment and Public Personnel Selection Examination (PPSE) are presented in Tables 1, 2, 3, 4, 5 and 6.

3. 1. Which metaphors do pedagogical formation students use about ideal teacher?

When the findings about the metaphors that pedagogical formation students use about ideal teacher are concerned, it is seen that they developed totally 15 metaphors (Table 1). While the employed female pedagogical formation students developed “understanding”, “model”, “conscientious”, “stable”, “patient”, “knowledgeable”, “beloved teacher” and “idealist” metaphors for ideal teacher, employed male pedagogical formation students developed “examples of human”, “success” and “judge” metaphors for ideal teacher. Meanwhile, even though unemployed female pedagogical formation students developed “understanding ” and “professionalism ” metaphors for ideal teacher, unemployed male pedagogical formation students developed “subject – area proficiency” metaphor for ideal teacher as seen in Table 1.

Table1. The metaphors of pedagogical formation students about ideal teacher

Category	Gender	Employment Status	Metaphor(s)	Expressions used to explain the metaphors
Ideal Teacher	Female	Employed	<ul style="list-style-type: none"> • Understanding • Model • Conscientious • Stable • Patient • Knowledgeable • Beloved Teacher • Idealist 	<ul style="list-style-type: none"> • An understanding person. • A person who has clear principles. • A person who provides students like the school and the courses. • A subject specialist and / or source of knowledge about his/her subject area. • A person who presents the learning materials according to the levels of his/her students persistently. • A person who endears himself / herself to their students. • A person who refreshes him/herself about his/her subject area continuously.
		Unemployed	<ul style="list-style-type: none"> • Understanding • Professionalism 	<ul style="list-style-type: none"> • A person who understands his / her students. • A person who performs his/her profession as it requires under all circumstances.
	Male	Employed	<ul style="list-style-type: none"> • Examples of Human • Success • Judge 	<ul style="list-style-type: none"> • A person who is model to his/her students through his/her behaviours. • A person who has good relations with his/her students. • A person who has good command of his/her students, subject – area and classroom.
		Unemployed	<ul style="list-style-type: none"> • Subject – area proficiency 	<ul style="list-style-type: none"> • A person who refreshes him/herself about his/her subject area continuously. • A person who has his / her subject – area proficiency

Pedagogical formation students used different expressions to explain the metaphors about ideal teacher category as presented in Table 1. When Table 1 is examined, it is seen that even though the employed female that pedagogical

formation students used the following expressions to explain metaphors, as: “an understanding person, a person who has clear principles, a person who provides students like the school and the courses, a subject specialist and / or source of knowledge about his/her subject area, a person who presents the learning materials according to the levels of his/her students persistently, a person who endears himself / herself to their students , a person who refreshes him/herself about his/her subject area continuously, the employed male that pedagogical formation students used the following expressions to explain metaphors, as :“a person who is model to his/her students through his/her behaviours, a person who has good relations with his/her students, a person who has good command of his/her students, subject – area and classroom”. Meanwhile, it is seen in Table 1 that while the unemployed female that pedagogical formation students used the following expressions to explain metaphors, as: “a person who understands his /her students and a person who performs his/her profession as it requires under all circumstances”, the unemployed male that pedagogical formation students used the following expressions metaphors, as: “a person who refreshes him/herself about his/her subject area continuously, a person who has his / her subject – area proficiency”. In relation to ideal teacher metaphors, Yılmaz, Göçen and Yılmaz (2013) reported guide, light ,reshaping, guiding, information source, not prestigious, model teacher and the teacher who has got a holy profession metaphors as the findings of their study. Meanwhile, it is seen that Yıldırım, Ünal, and Çelik (2011) reported shaper as a metaphor to describe an ideal teacher. Furthermore, the students and teachers in Telli, den Brok and Çakıroğlu (2008) used the following metaphors to describe the ideal teacher, as:“as a person who has a tendency to build more positive relationship and has earned respect from students”. Based on these, there can be a similarity between the findings of the study and the literature.

3.2. Which metaphors do pedagogical formation students use about teaching profession?

As seen in Table 2, the pedagogical formation students developed 11 (eleven) metaphors in total about teaching profession category. Even though the employed female that pedagogical formation students developed “happiness”, “patience”, “future”, “prestige”, and “pedagogy knowledge”, metaphors for teaching profession, the employed male pedagogical formation students developed “holiness” and “valuable” metaphors for ideal teacher. Meanwhile, it is seen that unemployed female pedagogical formation students developed “construction engineer”, “patience” and “liberal education” metaphors for teaching profession while unemployed male pedagogical formation students developed “valuable professional” metaphor for teaching profession (see Table 2).

Table 2. The metaphors of pedagogical formation students about teaching profession

Category	Gender	Employment Status	Metaphor(s)	Expressions used to explain the metaphors
Teaching Profession	Female	Employed	<ul style="list-style-type: none"> • Happiness • Patience • Future • Prestige • Knowledge of Pedagogy 	<ul style="list-style-type: none"> • To be on the side of his/her students side. • A profession requires patience. • A profession shapes the future and provides the training of new generations. • A profession requires consciousness. • To be able reach everyone in the society. • The profession that I mostly wish to be
		Unemployed	<ul style="list-style-type: none"> • Construction Engineer • Patience • Liberal Education 	<ul style="list-style-type: none"> • To construct a human being (an individual). • Transmission of knowledge to students via endless patience and efforts.
	Male	Employed	<ul style="list-style-type: none"> • Holiness • Valuable 	<ul style="list-style-type: none"> • To raise individual(s) useful for the society. • An invalid but a valuable profession.
		Unemployed	<ul style="list-style-type: none"> • Valuable Profession 	<ul style="list-style-type: none"> • Raising an individual.

Concerning the expressions that pedagogical formation students used in order to explain the metaphors about

teaching profession category are presented in Table 2, it is observed that the employed female pedagogical formation students used the following expressions to explain teaching profession metaphors, as : “to be on the side of his/her students side , a profession requires patience, a profession shapes the future and provides the training of new generations, a profession requires consciousness, to be able reach everyone in the society, the profession that I mostly wish to be”; however, the employed male pedagogical formation students used the following expressions to explain teaching profession metaphors, as : “to raise individual(s) useful for the society, an invalid but a valuable profession”. In the meantime, as it is observed in Table 2 the unemployed female pedagogical formation students used the following expressions to explain teaching profession metaphors, as: “construction engineer, patience, liberal education” even though the unemployed male pedagogical formation students used the following expressions to explain teaching profession metaphors, as: “raising an individual”. Concerning the metaphors about teaching profession, Küçüköğlu, Taşgın and Saadine (2014) found the following descriptions and metaphors, as: “A profession that takes over the responsibility for the raising of the students of future generations that are educated, well-behaved, virtuous, conscious and are aware of the cultural values of his/her society, a holy profession, teaching requires patience and raising of students”. In this respect it can be said that there is a similarity between the findings of the present study and the literature.

3.3. Which metaphors do pedagogical formation students use about curriculum?

Concerning the metaphors that the pedagogical formation students developed about curriculum category as in Table 3, it is seen that ten metaphors developed by the pedagogical formation students. For the curriculum category as seen in Table 3, the employed female pedagogical formation students developed “bad”, “pressure”, “lesson” and “teaching program” metaphors for curriculum category while the employed male pedagogical formation students developed “ order”, “quality” and “guide” metaphors for curriculum. On one hand, the unemployed female pedagogical formation students developed “material” and “old” metaphors for curriculum; on the other hand, the unemployed male pedagogical formation students developed “teaching program content” metaphor for curriculum (see Table 3).

Table 3. The metaphors of pedagogical formation students about curriculum

Category	Gender	Employment Status	Metaphor(s)	Expressions used to explain the metaphors
Curriculum	Female	Employed	<ul style="list-style-type: none"> • Bad • Pressure • Lesson • Teaching Program 	<ul style="list-style-type: none"> • To complete and cover units in a given time limitations to work • A heap of course units to be covered and studied in an academic year. • A knowledge to be transmitted to the students. • A thing that changes continuously.
		Unemployed	<ul style="list-style-type: none"> • Material • Old 	<ul style="list-style-type: none"> • Art of cooking a delicious meal at the correct quantity and the place. • Education program.
	Male	Employed	<ul style="list-style-type: none"> • Order • Quality • Guide 	<ul style="list-style-type: none"> • The transmission of subjects to students in a given order. • A key of methodical instruction. • Guidance.
		Unemployed	<ul style="list-style-type: none"> • Teaching Program Content 	<ul style="list-style-type: none"> • Changes in the quality of instruction. • Education program.

In relation to the expressions that pedagogical formation students used to explain the metaphors about the curriculum category (see Table 3), it is seen that the employed female pedagogical formation students used the following expressions to explain the metaphors about the curriculum category , as: “to complete and cover units in a given time limitations / to work with deadlines and time limitations, a heap of course units to be covered and studied in an academic year, a knowledge to be transmitted to the students, a thing that changes continuously”; on the other hand, the employed male pedagogical formation students used the following expressions to explain the metaphors about the curriculum category, as: “the transmission of subjects to students in a given order, a key of methodical instruction, guidance”. Meanwhile, the unemployed female pedagogical formation students used the following

expressions to explain the metaphors about the curriculum category, as: “art of cooking a delicious meal at the correct quantity and the place, education program” even though the unemployed male that pedagogical formation students used the following expressions to explain the metaphors about the curriculum category, as: “changes in the quality of instruction and education program” (Table 3).

When the literature is examined it can be said that there is a similarity between the findings of the present study and the findings of the literature (Özdemir, 2012). In his study, Özdemir (2012) found similar curriculum metaphors with the present study, as: “MEB (Ministry of National Education), cooking, a pattern to shape individuals, a continuously changing concept and fashion”.

3.4. Which metaphors do pedagogical formation students use about responsibility?

In relation to the metaphors that the pedagogical formation students developed about responsibility category (Table 4), it is seen that they expressed their opinions about the responsibility category through nine metaphors. For the responsibility category as in Table 4, even though the employed female that pedagogical formation students developed “success”, “call of duty”, “personality” and “a good teacher” metaphors for responsibility, the employed male pedagogical formation students developed “requirement”, “authority” and “obligation” metaphors for responsibility. As seen in Table 4, while, the unemployed female pedagogical formation students developed “happiness” and “characters” metaphors for responsibility category, the unemployed male pedagogical formation students developed “requirement” metaphor for responsibility category (see Table 4).

Table 4. The metaphors of pedagogical formation students about responsibility

Category	Gender	Employment Status	Metaphor(s)	Expressions used to explain the metaphors
Responsibility	Female	Employed	<ul style="list-style-type: none"> • Success • Call Of Duty • Personality • A Good Teacher 	<ul style="list-style-type: none"> • If you are a responsible person, you will be successful. • It is our duty in the training of the students. • A person who evaluates the students. • A person who develops himself/herself. • Individuals who have personality are aware of their responsibilities.
		Unemployed	<ul style="list-style-type: none"> • Happiness • Character 	<ul style="list-style-type: none"> • A person who is successful is a happy person. • A characteristic that each individuals should have.
	Male	Employed	<ul style="list-style-type: none"> • Requirement • Authority • Obligation 	<ul style="list-style-type: none"> • When everyone fulfils their obligations and responsibilities, the world becomes a more beautiful place. • It is the objective and responsibility of appropriate education. • Laying the burden on someone else.
		Unemployed	<ul style="list-style-type: none"> • Requirement 	<ul style="list-style-type: none"> • The mission of teachers to their students and their societies. • The duties of teachers to their students and their societies.

When Table 4 is examined from the view point of the expressions that pedagogical formation students used the following expressions in order to explain the metaphors about the responsibility category (see Table 4), it is seen that the employed female pedagogical formation students used the following expressions to explain the metaphors about responsibility category, as : “if you are responsible, you will be successful, it is our duty in the training of the students, a person who evaluates the students, a person who develops himself/herself, individuals who have personality are aware of their responsibilities”; on the other hand, the employed male pedagogical formation students used the following expressions to explain the metaphors about responsibility category, as: “when everyone fulfils their obligations and responsibilities, the world becomes a more beautiful place, it is the objective and responsibility for appropriate education, laying the burden on someone else”. Even though the unemployed female pedagogical formation students used the following expressions to explain the metaphors about the responsibility category, as: “a person who is successful is a happy person, a characteristic that each individuals should have”, the unemployed male pedagogical formation students used the following expressions to explain the metaphors about the responsibility category, as: “the mission of teachers to their students and their societies, the duties of teachers to their students and their societies” (Table 4) .

3.5. Which metaphors do pedagogical formation students use about employment?

When the metaphors that the pedagogical formation students developed about the employment category (Table 5), it is seen that they expressed their opinions about the responsibility category through thirteen metaphors. For the employment category (see Table 5), even though the employed female that pedagogical formation students developed “environmental”, “economy”, “money”, “employment” “continuity” metaphors for the employment category, for the employment category, the employed male pedagogical formation students developed “economy” “question mark” “business” metaphors for the employment category. As seen in Table 5, the unemployed female pedagogical formation students developed “belonging”, “jobs” and “absence” metaphors for the employment category while the unemployed male pedagogical formation students developed “space” and “poverty” metaphors for the employment responsibility category (see Table 5).

As shown in Table 5, the employed female pedagogical formation students used the following expressions in order to explain the metaphors about the employment category through the following expressions, as: “working of current manpower in an appropriate work economically, if you know somebody, you can find a job, during employment, needs are neglected, the required employment for education needs to be provided, in some cases, people can work even if you do not like the job, creating employment opportunities to people is necessary”; however, the employed male pedagogical formation students used the following expressions to explain the metaphors about the employment category through the following expressions, as: “unemployment is increased, the rate of committing a crime increases, creating employment opportunities, the most difficult thing in Turkey”. While, the unemployed female that pedagogical formation students used the following expressions to explain the metaphors about the employment category, as: “it is a feeling of secure and safe, it is a case that being a university graduate is not sufficient and means nothing”, the unemployed male that pedagogical formation students used the following expressions in order to explain the metaphor about the employment category, as: “people should do what they deserve” (Table 5).

Table 5. The metaphors of pedagogical formation students about employment

Category	Gender	Employment Status	Metaphor(s)	Expressions used to explain the metaphors
Employment	Female	Employed	<ul style="list-style-type: none"> • Environmental • Economy • Money • Employment • Continuity 	<ul style="list-style-type: none"> • Working of current manpower in an appropriate work economically. • If you know somebody, you can find a job. • During employment, needs are neglected. • The required employment for education needs to be provided. • In some cases, people work even if they do not like the job. • Creating employment opportunities to people is necessary.
		Unemployed	<ul style="list-style-type: none"> • Belonging • Jobs • Absence 	<ul style="list-style-type: none"> • It is a feeling of secure and safe. • It is a case that being a university graduate is not sufficient and means nothing.
	Male	Employed	<ul style="list-style-type: none"> • Economy • Question Mark • Business 	<ul style="list-style-type: none"> • As unemployment is increased, the rate of committing a crime increases. • Creating employment opportunities. • The most difficult thing in Turkey.
		Unemployed	<ul style="list-style-type: none"> • Space • Poverty 	<ul style="list-style-type: none"> • People should do what they deserve.

3.6. Which metaphors do pedagogical formation students use about Public Personnel Selection Examination (PPSE)?

When the findings about the metaphors that pedagogical formation students use about Public Personnel Selection Examination (PPSE) are concerned, it is seen that they developed totally 12 metaphors (Table 6). While the employed female pedagogical formation students developed “future”, “Government portal”, “nightmare”, “exam”

and “failure” metaphors for Public Personnel Selection Examination (PPSE), the employed male pedagogical formation students developed “nonsense”, “inadequate”, “Ministry of National Education” metaphors for (PPSE), Meanwhile, even though the unemployed female pedagogical formation students developed “nightmare” and “exam” metaphors for Public Personnel Selection Examination, the unemployed male pedagogical formation students developed “exam” metaphor for (PPSE) as seen in Table 6.

When Table 6 is examined from the view point of the expressions that pedagogical formation students used about the Public Personnel Selection Examination (PPSE) category, it is seen that the employed female pedagogical formation students used the following expressions to explain the metaphors about the metaphors concerning the (PPSE) category, as: “an imposed examination making heavy the weather of teaching profession, an examination that distinguishes the hard working students from who are not hard working, getting the required grade and assigning to the institution you wish to, a better future, teachers should be well – equipped; however, it should not be used for the selection of teachers, guarantee your future obliges you to take this examination”; on the other hand, the employed male pedagogical formation students used the following expressions to explain the metaphors about the metaphors concerning the (PPSE) category, as: “a wrong method for the selection of teachers, teaching is not a heap of patterns, a measurement and evaluation tool”. In the meantime, even though the unemployed female pedagogical formation students used the following expressions in order to explain the metaphors about the Public Personnel Selection Examination (PPSE) category, as: “an examination that you feel future anxiety, an examination you have to take in order to have a job, it makes people feel sorry to be a university graduate”, the unemployed male pedagogical formation students used the following expressions to explain the metaphors about the Public Personnel Selection Examination (PPSE) category, as: “an important examination that aims to eliminate people, a discriminating examination” (see Table 6). When the literature about Public Personnel Selection Examination (PPSE) is examined, it is observed that the literature (Gökçe, 2013; Sezgin Nartgün, 2011; Yalçın, Sağırılı, Yalçın and Yalçın, 2012; Yapıcı and Yapıcı, 2013) presents the following metaphors and descriptions about (PPSE), as: “necessity, money, hope, economic freedom, prerequisite, psychology, an exam is not necessary for appointment, it does not measure teacher proficiency and an unnecessary examination”. In this respect, it can be said that there is a similarity between the findings of the present study and the literature.

Table 6. The metaphors of pedagogical formation students about Public Personnel Selection Examination (PPSE)

Category	Gender	Employment Status	Metaphor(s)	Expressions used to explain the metaphors
Public Personnel Selection Examination (PPSE)	Female	Employed	<ul style="list-style-type: none"> • Future • Government Portal • Nightmare • Exam • Failure 	<ul style="list-style-type: none"> • An imposed examination making heavy the weather of teaching profession. • An examination that distinguishes the hard working students from who are not hard working. • Getting the required grade and assigning to the institution you wish to. • A better future. • Teachers should be well-equipped; however, it should not be used for the selection of teachers. • Guarantee your future obliges you to take this examination.
		Unemployed	<ul style="list-style-type: none"> • Nightmare • Exam 	<ul style="list-style-type: none"> • An examination that you feel future anxiety. • An examination you have to take in order to have a job. • It makes people feel sorry to be a university graduate.
	Male	Employed	<ul style="list-style-type: none"> • Nonsense • Inadequate • Ministry of National Education 	<ul style="list-style-type: none"> • A wrong method for the selection of teachers. • Teaching is not a heap of patterns. • A measurement and evaluation tool.
		Unemployed	<ul style="list-style-type: none"> • Exam 	<ul style="list-style-type: none"> • An important examination that aims to eliminate people. • A discriminating examination.

4. Conclusion and Recommendations

The findings of the study revealed that the metaphors pedagogical formation students developed reflect their current psychological states, future lives, expectations and future related opinions. In this regard, the findings

indicated that they are aware of the characteristics of an ideal teacher and differences are observed in their opinions regarding their genders and whether they are employed or not. In this respect, even though females believed that an ideal teacher is a person who is a subject specialists in his/ her subject area, refreshes his/her subject-area knowledge continuously, an understanding and a friendly person, males believed that an ideal teacher is a person who is a model, has good command of his/her students, subject – area and classroom. When their opinions about teaching profession are focus of attention, it is seen that both female and male pedagogical formation students think that teaching is a holly profession that shapes the future of a society through raising individuals. In relation to the curriculum category, the pedagogical formation students generally associate curriculum with knowledge transmission, time limitations and deadlines, continuous changes and art of cooking. According to pedagogical formation students, responsibility in itself includes the fulfilment of certain duties and obligations, evaluation of the students, self- development, happiness and their reflections to the world and as a whole they are considered as the mission of teachers. They emphasized the appropriacy of the work conditions according to the qualifications of the manpower, in order to create appropriate employment opportunities for people to feel secure and safe the needs of the society and the knowledge and skills of the individuals should be considered and employment is a known fact in Turkey and being a university graduate means nothing if you are not employed. According to them, Public Personnel Selection Examination (PPSE) as a measurement and evaluation tool is the only way that they have to take in order to be employed that leads to certain future related problems. Based on these findings, the followings can be recommended:

1. Further studies need to be made with large sample groups implementing both quantitative and qualitative data collection instruments.
2. Psychological support services need to be provided for all university graduates to decrease their future related anxieties.
3. In order to decrease unemployment rate, man power planning needs to be made considering the facts of the countries.

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